

R E P O R T R E S U M E S

ED 020 038

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RC 001 441

PROSPECTUS FOR EQUITABLE EDUCATIONAL OPPORTUNITIES FOR  
SPANISH-SPEAKING CHILDREN.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS- ABILITY IDENTIFICATION, ACTIVITIES, \*CURRICULUM GUIDES, \*ENGLISH (SECOND LANGUAGE), EDUCATIONAL EQUALITY, \*ELEMENTARY EDUCATION, GRADE 1, GRADE 2, KINDERGARTEN, LANGUAGE AIDS, LANGUAGE DEVELOPMENT, \*LANGUAGE EXPERIENCE APPROACH, MEXICAN AMERICANS, NON ENGLISH SPEAKING, PARENT PARTICIPATION, PROGRAM DEVELOPMENT, STUDENT EVALUATION, RESOURCE GUIDES, \*SPANISH SPEAKING, SECOND LANGUAGE LEARNING, TEACHER QUALIFICATIONS, TEACHER AIDES, MEXICAN AMERICAN EDUCATION RESEARCH PROJ., PROJECT HEADSTART,

THE DEMONSTRATED EFFECTIVENESS OF HEADSTART AND OTHER PRESCHOOL PROGRAMS IN EXPOSING DISADVANTAGED CHILDREN TO EXPERIENCES THAT DEVELOP LANGUAGE AND CONCEPTUAL GROWTH HAS LED TO A CALL FOR AN EXTENSION OF THIS PROGRAM INTO THE SEQUENTIAL SCHOOL YEARS. THIS PROSPECTUS SEEKS--(1) TO PROVIDE AN EXTENSION OF THESE EXPERIMENTAL PROGRAMS FROM KINDERGARTEN THROUGH THE SECOND GRADE, (2) TO PROVIDE FLEXIBLE GUIDELINES FROM WHICH SUCCESSFUL LANGUAGE EXPERIENCE PROGRAMS FOR SPANISH-SPEAKING PUPILS IN THESE GRADE LEVELS CAN BE DEVELOPED, AND (3) TO PERMIT AN EASIER TRANSITION FOR THESE PUPILS INTO THIRD GRADE. GUIDELINES ARE PROVIDED FOR THE SELECTION AND IDENTIFICATION OF PUPILS, TEACHERS, AND TEACHER AIDES, AS WELL AS SUGGESTED ACTIVITIES AND METHODS FOR DEVELOPING NECESSARY LANGUAGE SKILLS. APPENDICES INCLUDE LISTS OF CURRENT INSTRUCTIONAL MATERIALS, SELECTED REFERENCES, AND MULTIPLE LANGUAGE MEDIA PUBLISHERS AND DISTRIBUTORS. (DK)

ED020038



# Prospectus

**for Equitable Educational Opportunities  
for Spanish-Speaking Children**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**  
**Max Rafferty**—Superintendent of Public Instruction  
Sacramento 1967

RC 001441

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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# **Prospectus for Equitable Educational Opportunities for Spanish-Speaking Children**

Prepared by

Mexican-American Education Research Project  
California State Department of Education  
John Plakos, Coordinator

**This publication was produced with  
ESEA, Title V, funds.**

Foreword

We, the people of the United States of America, maintain public schools for several purposes, all of which may be wrapped in one package and labeled "To maintain the American way of life." We value our heritage and are determined to make the best use of it. We know the problems with which we are living and are determined to find sound and satisfying solutions to them. We look to the future and realize that we must be prepared to solve problems that are quite unlike any of those that we have previously faced or are facing now. We know that, to be successful in our efforts to maintain our American way of life, we must develop all our human resources to the fullest extent possible. We know that, to develop these resources, we must treat every member of our society as an individual and provide for him the education he needs to develop his ability to think intelligently and to make sound judgments, to act wisely and with purpose, to move freely and independently, and to live harmoniously in our society.

Prospectus for Equitable Educational Opportunities for Spanish-Speaking Children points up certain of the considerations that should be given to this part of our total population. These considerations need the attention of all who are in any way responsible for the successful education of young Spanish-speaking children in the public schools; for if we are to reap the reward of our investment in education, the public schools must provide for the development of the full potential of every member of our society.

Max Rafferty

Superintendent of Public Instruction

Preface

We have become poignantly aware that some people, despite great prosperity and rising levels of aspiration among the majority, remain poor. They cannot better themselves or contribute to the economy. In this segment of society are many Mexican-Americans.

Consequently, in keeping with its stated goals of respect for the unique worth of each individual, of the development of each student to his fullest potential, of equality of opportunity for all, and of providing education as the means of upward social mobility; and in accordance with SB 53, which amends Education Code Section 71 and permits public school children to be instructed in a language other than English; the California State Department of Education has taken under review the various programs of education for Mexican-American children.

This prospectus deals with kindergarten and the first two grades. This document does not pretend to answer all the questions; nor does it cover every concern the schools may have about these Spanish-speaking children. Rather, it is a sincere effort to recognize the educational needs which are presented as children bring into our schools another language, another heritage, and another self-concept -- all of which, historically, have been woven into the rich fabric of Americana.

EUGENE GONZALES  
Assistant Superintendent  
of Public Instruction

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Coordinator  
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# Acknowledgments

This prospectus was prepared under the direction of Project Coordinator John Plakos by the following committee:

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The following administrators and teachers reviewed the initial drafts and offered excellent suggestions, which have been incorporated in this prospectus:

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For support given during the preparation of the prospectus, acknowledgment is also due to the Advisory Committee of the Mexican-American Education Research Project:

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# *Chapter 1*

## Introduction

Like all children, Spanish-speaking children demonstrate a variety of individual differences. There are many pupils from the Mexican-American community whose backgrounds of experience and language are excellent. Many Spanish-speaking pupils from low-income families, however, have serious deficits in experience, concept development, and language which prevent their coping with the traditional school program. It is for these pupils that this prospectus has been developed.

Among the possible causes of scholastic failure of Spanish-speaking pupils are:

- A lack of experiences out of which concepts may grow
- An inadequate command of English, which is the language of the instructional program
- A lowered self-confidence as a result of repeated frustration and failure
- An unrealistic curriculum which imposes reading and writing requirements in English before skills in listening comprehension and in speaking fluency have been gained

Head Start programs, nursery schools, and various other preschool education movements throughout the state have demonstrated the effectiveness of experiences that stimulate language development and promote conceptual growth of children whose economic or cultural environments may have been deficient in opportunities for preschool learning. The bright promise of these successful endeavors must be carried further by kindergarten and primary teachers if the full potential of these children is to be realized. Therefore, this prospectus has been developed to extend the excellent objectives of preschool programs to the sequential school years, to provide flexible guidelines from which successful language experience programs for Spanish-speaking pupils in kindergarten through grade two can be developed, and to permit an easier transition for these pupils into third grade. The ultimate goal is educational success for Spanish-speaking children.

This prospectus suggests broad guidelines for a plan of action and a partial framework for programs. The purpose of this prospectus is three-fold:

1. To suggest educational opportunities that will help Spanish-speaking pupils to achieve within the English-speaking educational program

2. To suggest Spanish language activities that enhance the image of Mexican-American children
3. To show ways of involving parents and to encourage them to:
  - Reinforce and continue the child's learning experiences at home
  - Nurture attitudes necessary for the child's success in school
  - Improve their own skills in English
  - Better their social and economic position through education

The plan of action that follows hopefully will provide Spanish-speaking pupils with initial success in the primary grades and further success in the regular English-speaking curriculum. For the teacher and the administrator, it will suggest experimentation with the distinct components that will more effectively involve Spanish-speaking children and their parents in programs of primary grades that include numerous Spanish-speaking pupils. These components are:

- Conceptual growth of children through firsthand experiences
- Utilization of Spanish as the children's bridge to school success
- Audiolingual approach to communication skills in Spanish and in English
- Two-way involvement of the school with the children and their parents
- Inservice training of teachers and teacher aides
- Alternative plans for organizing and implementing the program
- Identification of materials appropriate to the needs of these children

The various strands of the total plan are offered as suggestions for teachers of Spanish-speaking pupils and for the administrators of elementary schools with a large proportion of Spanish-speaking pupils in the primary grades. Educators whose school population includes Mexican-Americans are encouraged to explore these ideas, to try those which appear useful, and to continue the search for means of providing equitable educational opportunities for all Spanish-speaking pupils.

## *Chapter 2*

# **Persons Involved in the Program**

The program of education for Mexican-American children described in this prospectus involves pupils, teachers, teacher aides, and the parents.

### **Identification of Pupils**

The Spanish-speaking pupils for whom this program has been designed can be identified only as those who live in a low socioeconomic, urban environment and who speak Spanish as their native language. They are between the ages of five and eight years and are in kindergarten through grade two.

### **Identification of Specialist Teachers**

Specialist teachers of Spanish-speaking pupils should possess the personal qualities of effective primary teachers, particularly the following abilities, and certain professional qualifications in addition to those of teachers of English-speaking pupils:

- **Personal abilities**

- To be sensitive to, interested in, and enthusiastic about their pupils' ideas and cultural differences
- To sustain empathetic behavior
- To accept all children and their variances in abilities and values
- To raise their level of expectations as pupils attain success and are freed from failure
- To provide direction toward positive attitudes
- To learn to initiate and continue communication with the parents in the home

- **Professional qualifications**

- Knowledgeable appreciation of the cultural background of Mexican-American children and children of Central and South America
- Fluency in Spanish and English
- Skill in the manipulation and utilization of instructional materials
- Experience in community action projects
- Participation in workshops or institutes especially oriented to the educational and attitudinal concerns of Mexican-American children

## Teachers' Inservice Training

To assure more effective implementation of the educational program for Spanish-speaking pupils and to assist their teachers, who already possess the personal abilities and professional qualifications previously listed, administrators of this program have the particular responsibility of providing regularly and frequently scheduled inservice training workshops prior to and throughout the presentation of the program, with sequential training in methodology, instructional materials, and applied linguistics:

- Methodology

All teachers of English as a second language should have specific training, with demonstration and practice teaching, in the following:

Techniques for developing pupils' ability to conceptualize according to their learning rate and potential

Application of linguistic principles to the learning of a second language in audiolingual sequence -- listening-comprehension, speaking, reading, and writing -- with the use of appropriate dialogues, pattern drills in sound and structure, and complementary linguistic materials

- Materials and educational media

All teachers should have exposure to, demonstration of, and actual practice in the use of instructional materials of proven value.

- Applied linguistics

All teachers of English as a second language should have a basic knowledge of the sound and structure of Spanish and English, linguistic conflicts, and the correction of linguistic interferences in sound and structure.

- Psychology and culture

All teachers of Spanish-speaking pupils should develop:

Understanding of the psychological and cultural differences between the "average" American home and the Mexican-American home

Empathy for Mexican-American children who "live in two languages"

Ways in which such understandings may reinforce mutual respect between teachers and pupils and may facilitate successful, enriching learning experiences

Techniques which will enable teachers to make successful home visits and other contacts with parents and community

It is suggested that these inservice training workshops be conducted by experts who are themselves Mexican-Americans or who have lived with or taught Mexican-Americans and knowledgeable persons who have produced valid studies in these training areas.

Inservice training workshops should emphasize teacher participation which provides for the sharing of successful interpersonal experiences the teachers have had with pupils and their families.

### Identification of Teacher Aides

Teacher aides are uncertified, paid personnel who always work under the supervision of the teacher or other person they are assigned to assist. Teacher aides are most effective in this program when they are selected from the Mexican-American community or are closely associated with it. It is most helpful to Spanish-speaking pupils and their parents when parents are selected as teacher aides.

Often, teacher aides are potential specialist teachers who themselves can benefit from their experience in the program.

### Inservice Training for Teacher Aides

Teacher aides can help to give Spanish-speaking pupils the extra personal attention they need, to involve their parents in the program, and to recruit responsible support from the community. Regularly scheduled inservice training will acquaint aides with California laws regarding responsibility for children and will increase effectiveness in the following teacher aides' tasks:

- Clerical assistance

- Checking roll and maintaining attendance records
  - Recording grades

- Supervision of pupils

- Accompanying young pupils to restroom, water fountain, and lunchroom
  - Accompanying pupils on study trips with teacher
  - Supervising playground activities
  - Directing organized play
  - Applying first aid

- Assistance with instructional materials

- Keeping equipment and materials ready for use
  - Passing out and returning instructional materials
  - Operating audio-visual and audiolingual equipment

Preparing charts and other visual aids  
 Setting up and dismantling demonstrations and bulletin boards  
 Assisting in the preparation of puppets  
 Mounting pictures for classroom picture file  
 Making word blocks

- Classroom activities

Supervising small groups while teacher works with other groups  
 Telling stories  
 Drilling pupils who need additional practice after teacher has established a pattern for practice  
 Helping small groups with dramatizations  
 Listening to pupils read  
 Giving individual attention to pupils who need assistance  
 Serving as an additional interested audience

- Community activities

Accompanying teacher to pupils' homes  
 Soliciting the community for supplementary materials and support

### Suggested Ways to Involve Parents

Any program that is designed to improve children's success in school, in their neighborhood, and at home must involve their parents. Suggested ways to involve parents are as follows:

Select parents as teacher aides.  
 Provide baby-sitting and other services to allow parents to attend the class and share their child's learning experiences.  
 Meet with groups of parents in their homes.  
 Set up an advisory group of parents who can contribute to the policies and activities of the program.  
 Assign a teacher, community coordinator, or social worker to service and follow up needs of pupils and their parents.  
 Schedule pupil-parent experiences (e.g., camping, attending musical performances, visiting the fire station).  
 Utilize parents as resource persons for specific projects (e.g., cement finishers, musicians, agricultural workers).  
 Encourage father-son experiences (e.g., watching a high school football game, attending a baseball game, going with father to his work).  
 Encourage mother-daughter experiences (e.g., baking, shopping, attending a school-sponsored fashion show together).  
 Take community service personnel to the homes (e.g., nurse, welfare worker, employment officer).  
 Provide special instructional classes for parents (e.g., English, citizenship, consumer education).  
 Encourage parents to meet on school premises for neighborhood, club, social, or recreational gatherings.

Set up special instructional programs in neighborhood homes, churches, or other meeting places to meet specific needs of a specific group.

Allow parents to contribute time, effort, and money to improve the school facilities.

Assist parents and community in applying for private, business, foundation, and federal funds to meet needs of the child, the home, and the community.

## *Chapter 3*

# The Program

The educational program for these Spanish-speaking pupils must provide:

- Experiences which will lead to pupils' improved ability to conceptualize
- An opportunity for pupils to maintain and develop their native Spanish
- An opportunity to develop skills in English -- listening-comprehension, speaking, and eventually reading and writing
- An opportunity to maintain an awareness of their Spanish heritage and to develop an awareness of the American culture
- Interest and enthusiasm for pupils' ideas and differences
- Recognition of the value system of the culture from which the pupils come
- A tempering redirection from attitudes which deter pupils' progress and limit their goals
- An opportunity for pupils to learn to respect themselves and each other
- Opportunities for pupils to experience repeated success and recognition
- Involvement of parents
- Involvement of the community, using parents as an advisory group, to service the needs of the children and to assist in continuing evaluation of the program

These are suggested aims; other aims may evolve as the program progresses or as regional or local needs indicate.

### Abilities to Be Developed

The program is based on the development of the following abilities, which are the common denominators of the conceptual and language experiences (in communication skills) in the primary grades:

Formation of sensory images  
Adjustment to size and form of materials  
Perception of expressed and implied relationships  
Expression of relationships  
Perception and production of the sounds of language  
Awareness of voice quality, rhythm, rate, and volume  
Production of effective rhythm and rate in language  
Sensitivity to phrasing, cadence, inflection, and stress  
Comprehension of meaning indicated by syntax  
Expression in acceptable syntax  
Identification of language structure

Association of meanings with spoken and printed words  
 Comprehension of the function of punctuation  
 Accurate production of symbols  
 Memory of word forms  
 Left-to-right progression in reading  
 Identification of another's purpose or viewpoint  
 Adjustment to different situations and persons  
 Sensitivity to emotions and moods  
 Organization and summarization of ideas  
 Anticipation of sequence of ideas or outcome  
 Evaluation of ideas and the making of judgments  
 Correlation of old and new learning

### The Classroom Environment

The classroom should reflect the positive interest of the community and the school for the pupils. Although classrooms differ according to the resources, plant, and personnel of each school district, attractive, clean, safe, and functional physical facilities and a warmly accepting and cheerful emotional climate for learning are minimum prerequisites for the success of these plans.

### Procedures for Developing Language Skills

The procedures for developing skills in Spanish and in English should be audiolingual in sequence, with experiences in listening and speaking preceding those of reading and writing.

The audiolingual aspect of language is a speaker-hearer process which can operate independently of a writing system whenever there are a speaker and a hearer.<sup>1</sup> In the classroom, the pupils must:

- Listen to speech that is authentic
- Listen more than they speak
- Hear and speak principally the language chosen for the activity while participating in that learning activity (During an English-language activity, Spanish should be used only for necessary directions or explanations.)
- Be free of translation experiences, word lists (e.g., nouns only), or word activity out of context
- Eventually read only what they have spoken
- Copy and write only what they have read

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<sup>1</sup>Nelson Brooks, Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World, 1960.

Meaning and structure are interdependent. Pupils who are simply repeating sounds or combinations of sounds, without a referent in their stock of concepts, may be passive or bored as well as limited in their perception of word order or pattern. Moreover, initial learning experience in meaning should be derived not from the written word but from encounters, pictures, charts, objects, and gestures. The written word cannot faithfully reproduce the sound system of a language, for there is often a conflict between speech and print. For example, Spanish vowels and English vowels are identical in their written form but are not the same in their oral form. Therefore, too early an exposure to written English will serve to confuse Spanish-speaking learners.

The procedures for promoting growth in concepts should be those that are natural to the age and maturity of the pupils and should be as carefully planned as those for the development of the skills of communication.

### Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

| <u>Level</u> | <u>Language</u> | <u>Percent of time</u> |
|--------------|-----------------|------------------------|
| Kindergarten | Spanish         | 80                     |
|              | English         | 20                     |
| First grade  | Spanish         | 60                     |
|              | English         | 40                     |
| Second grade | Spanish         | 30                     |
|              | English         | 70                     |

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

### Suggested Activities

Spanish-speaking children enter kindergarten with the same ability to speak in short sentences arranged in the proper word order as do their English-speaking peers. However, their Spanish vocabulary may be inadequate if they have been deprived of varied experiences out of which concepts and vocabulary grow. Therefore, activities to enlarge their stock of concepts and to develop their language are most essential features of a total school program from kindergarten through grade two. Early lessons should lead to reading and writing in Spanish in the first and second grades.

These same Spanish-speaking children come to school with relatively no command of English. For this reason, they must be immersed in learning experiences which enable them to build not only concepts but also a phonological and structural command of English. Eventually, in the second grade, they can be advanced to the more complex skills of reading and writing in English after they attain sufficient listening comprehension and speaking fluency in English.

There are many curriculum guides for detailed instructional planning in kindergarten through grade two.<sup>2</sup> These guides may serve as rich resources of activities, materials, and procedures that may be adapted for urban children who come from low-income homes and speak Spanish. The activities listed in this prospectus promote growth in concepts and stimulate acquisition of language. Language grows through experiences and accumulates in the communication skills of listening-comprehension, speaking, and -- eventually -- reading and writing, in that order.

Since the pupils in this program will be improving their skill in their native Spanish and will be adding a second language -- English -- activities are performed using the language that meets the pupils' needs and the requirements of the learning task. The language recommended for the most efficient conceptual and linguistic development is designated for each activity on the instructions for each activity. The designated language (S for Spanish, E for English, and S-E for both languages) can be used by the teacher or pupils or teacher and pupils, with Spanish the first language to be used.

The classroom teacher should develop both Spanish and English in any activity according to the needs of the pupils as identified through his careful appraisal of their background, maturation, and developmental levels. The list following is neither comprehensive nor exclusive, but it is presented to suggest how language skills and concepts can be developed in activities already familiar to teachers in the primary grades. Materials helpful in implementing these suggested activities are listed in Appendix A.

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<sup>2</sup>Representative guides are obtainable from the offices of the superintendents of schools of many counties -- among them, Alameda, Kings, Sutter, and Yuba counties.

## Activities for Kindergarten

- Playing with large square blocks and wooden balls (S)
- Hand-weighting large and small toys (S)
- Fitting together puzzles formed of large pieces (S-E)
- Identifying members of the immediate family (S-E)
- Viewing self in a full-length, then a three-way, mirror (S)
- Identifying self in individual, then group, photograph (S)
- Recording a group song on tape (S)
- Recording own voice on tape (S)
- Reciting a familiar rhyme in unison (S-E)
- Identifying different pets; choosing a classroom pet and caring for it (S)
- Discussing the daily weather and recording it on a weather chart (S-E)
- Identifying vegetables, fruits, and flowers; planting seeds and growing samples (S-E)
- Counting the boys and girls in the classroom (S-E)
- Learning own age and telling it to classmates (S-E)
- Taking a short trip and discussing it with the group (S)
- Naming objects in the classroom (S-E)
- Learning, reviewing, and singing "Happy Birthday" to classmates (S-E)
- Molding clay objects (S)
- Constructing a fort or playhouse with floor blocks (S)
- Meeting the crosswalk guard; crossing the street with him (E)
- Building a car or ship with large blocks (E)
- Brushing teeth (S)
- Taking a rest in the classroom (S)
- Eating a midmorning snack (S-E)
- Identifying rhythm instruments; experimenting with them individually, then as a group (S-E)
- Playing "London Bridge" (E)
- Listening to music for children (S-E)
- Marching to "Stars and Stripes Forever" (E)
- Cooperatively painting an airplane (S)
- Individually painting airplanes (S)
- Learning to work together cleaning up the classroom or work corner (S)
- Helping each other put toys away (S-E)
- Retelling a familiar story (S)
- Learning a few short proverbs (S-E)
- Planning to celebrate and celebrating a birthday, Christmas, Thanksgiving, Los Posadas (S)
- Listening to legends told by a teacher aide (S)
- Learning to climb the jungle gym (S)
- Tasting unfamiliar juices and fruits (E)
- Helping the teacher make gelatin or cookies (E)
- Identifying familiar sounds (of people, animals, vehicles) (S-E)
- Watching television (E)
- Discussing a television program (S)
- Imitating the teacher's speech (S-E)
- Following directions to make a large cutout (S-E)

Following one-step and two-step commands from the teacher (S-E)  
 Saying "please" and "thank you" (S-E)  
 Learning and telling the seasons of the year (S-E)  
 Meeting visitors at school and home (S-E)  
 Repeating everyday sounds (S)  
 Adding to cumulative stories told by the class (S)  
 Cutting out paper bag masks (E)  
 Playing storekeeper (S)  
 Chanting or clapping the rhythm of a short poem or rhyme (S-E)  
 Describing pictures of animals (S)  
 Playing with coins, then learning to count them (E)  
 Asking simple questions (S-E)  
 Refusing an invitation politely (S)  
 Making simple requests (S-E)  
 Looking at comic strips in the newspaper (E)  
 Painting what they want to paint (S-E)  
 Cutting and pasting as they choose (S-E)  
 Participating in unorganized, free dancing (S-E)  
 Telling about special festive days (S)

### Activities for First Grade

Many of the activities suggested for kindergarten should be continued and expanded, with greater emphasis upon using English. The following activities are also appropriate for the first grade:

Learning and beginning to write own address and phone number (S)  
 Recognizing own name in manuscript (E)  
 Painting a mask independently (S)  
 Helping friends put their toys away (S-E)  
 Planning a large block structure and building it with several classmates (S-E)  
 Telling group what happened on the way to school (S)  
 Visiting the post office on a study trip (S-E)  
 Developing a cooperative story about the trip (S)  
 Beginning to read Spanish-language preprimers (S)  
 "Reading" and illustrating short chart stories (S)  
 Recognizing upper- and lowercase letters (S)  
 Using puppets for dramatic play or role-playing (S)  
 Playing singing games (S-E)  
 Listening to stories independently at the listening post (S)  
 Retelling a story to the group (S)  
 Decorating a box to store personal possessions in (S)  
 Identifying and classifying foods (fruits, vegetables) (S)  
 Repeating phrases and short sentences in unison (S-E)  
 Giving classmates permission to use personal toys (S)  
 Reciting rhymes together (S-E)  
 Identifying words as the teacher says them (S)  
 Matching words and pictures (S)  
 Selecting the correct ending for a picture story (S)

- Retelling a story as flannel cutouts are placed sequentially on the flannel-board (S)
- Clapping to the rhythm of a march or poem (E)
- Connecting objects by tracing left to right (S)
- Drawing self- and family portraits (S)
- Drawing large and small circles according to teacher directions (S)
- Learning to draw long and short lines (S)
- Choosing a picture, word, or phrase card that completes a sentence given by the teacher (S)
- Guessing the end of a story pantomimed by the teacher (S)
- Matching common signs with verbal clues (e.g., "Walk," "Railroad Crossing," "Slow," "Stop," and so forth) (S-E)
- Completing a verse cooperatively when the teacher has started it (S-E)
- Matching verbal clues with rooms and signs in the school (e.g., "Cafeteria," "Exit," "Library," "Office," "Principal's Office," "Boys," and so forth) (E)
- Identifying the colors of classmate's clothes (S-E)
- Guessing orally an action word that completes a sentence (e.g., "John was \_\_\_\_\_ his shoe.") (S-E)
- Identifying the letter that the teacher sounds (S)
- Saying rhyming words (e.g., jump, bump) (S-E)
- Copying three times a short sentence which the teacher has put on the boards
- Following the teacher's instructions (e.g., "Hop over a book.") (S)
- Writing the word which a spinner points to (S)
- Learning the names and sounds of letters (S)
- Raising hand to indicate when the teacher's voice rises for a question (E)
- Raising hand to indicate the difference between sounds (e.g., sit and seat, bat and back) (E)
- Building own dictionary, with words in context according to function, relationship, and so forth (S)
- Raising hand to indicate when the sound of r or l changes in a series of words the teacher has said (e.g., red, rosy, rojo; look, lapiz, libro) (S-E)
- Raising hand to indicate when the ending sound changes in a series of words presented on tape (e.g., Kay, Kay, Kate; bay, bay, bait; buy, bite, buy; low, low, load; cue, cue, cute; see, seem, see; row, row, rode) (E)

## Activities for Second Grade

Many of the activities of kindergarten and the first grade should be continued and expanded in the second grade, with major emphasis upon the development of control of the English language. The following activities should be added:

- Reading Spanish primers suitable to individual achievement level (S)
- Reading Spanish preprimers or primers independently (S)

### Participating in first-grade activities that can be adapted to develop

- English reading and writing skills (E)
- Writing group and individual creative stories (S)
- Using manipulative materials to develop number concepts (S-E)
- Adding English vocabulary to a picture dictionary (E)
- Making up, writing, reading, and telling simple riddles (S-E)
- Playing a simplified form of anagrams (S-E) (E late in year)
- Making up titles for stories (S)
- Finding synonyms and antonyms (S)
- Putting endings on verbs and nouns within context (S)
- Making compound words from two short words (e. g., fire, man to fireman; cow, boy to cowboy)
- Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
- Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
- Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
- Matching words with pictures (S-E)

### Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.
- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.
- Separation of Spanish-speaking pupils from the English-speaking group for part-time instruction in language skills. This "pull-out" system is also used to teach Spanish-speaking pupils other subjects in their native language. The intent of this system is not to isolate these pupils from the mainstream of school life but to permit extra instruction and additional language practice which eventually will permit them to participate in the total school program.

## *Chapter 4*

# Program and Pupil Evaluation

The success of the pupils is the measure of the effectiveness of the program. However, each component of the program should be examined for its contribution to the whole. Seven components have been identified as follows:

1. Activities that lead pupils to conceptual growth and communication skills in Spanish and English
2. Materials that are suited to the maturity, background, and interests of the pupils in kindergarten through grade two and are compatible with the procedures
3. Teacher and aide inservice training that leads teachers and aides to increased competency and effectiveness in the classroom and in their relationships with the home
4. Time distribution that reflects the effect of teaching of Spanish initially and increasing the use of English
5. Alternate implementations that provide for adapting the program to various administrative organizational plans
6. Parental involvement that contributes to the security and growth of the pupils and their parents
7. Summary statements resulting from conferences held with parents

Data on the above components can be gathered by such devices as reports by teachers; questionnaires; structured interviews with administrators, teachers, teacher aides, parents, and pupils; rating scales; anecdotal records; and follow-up conferences. Other evaluative possibilities may evolve as the pupils, parents, teacher aides, teachers, and administrators interact in the program.

This evaluation is primarily concerned with the pupils' growth as they prepare for full participation in the regular school program. Two main objectives are sought for Spanish-speaking pupils: (1) an improved concept of self; and (2) increased competence in Spanish and English. The following evaluative techniques attempt to reflect these aims:

Comparing pupils' initial drawings of themselves with later drawings  
Checking their attendance and tardiness records  
Observing their participation in classroom activities  
Reading teacher reactions  
Hold parent conferences  
Observing pupils' adjustment to school routines and environment  
Listening to their use of Spanish and English in formal and informal speech  
Eliciting teacher aide reactions

Reading receiving teacher's observations of pupils' progress in his class  
 Providing brief checklists of pupils' progress  
 Maintaining and analyzing anecdotal records  
 Giving informal, teacher-administered tests.

The checklist method of evaluation concerns itself with the pupils' growth in terms of their individual development. Moreover, it indicates a profile of each pupil's progress. If a checklist is used, it is essential that parents be contacted personally to discuss the progress of their children. A checklist must be given personally to parents at home or at school, rather than be sent through the mail.

A series of informal tests by the teacher will indicate his effectiveness and provide information on each pupil's achievement. Informal tests may include the teacher's asking a pupil to:

Give information to determine the extent of his awareness  
 Read a paragraph or a series of graded paragraphs from basal readers to establish his instructional reading level  
 Discriminate a series of sounds  
 Respond to pictures to assess his vocabulary and comprehension levels  
 Use words in context  
 Spell words

An effort to provide meaningful learning experiences and evaluation of them should give teachers:

An increase in the knowledge of the background of low-socioeconomic, urban Spanish-speaking children and their families  
 An improved attitude toward accepting these children as they are  
 A greater awareness of some teaching strategies that are workable with these children

A periodic review of each pupil's needs, an assessment of improvement in performance, and a thorough documentation of the most productive activities should be made a matter of record.

It is important to remember Spanish-speaking children are having experiences in both Spanish and English and consequently will achieve at a different rate from that of children who speak only English. Therefore, the teacher who receives Spanish-speaking pupils as they enter the third grade must be realistic in his appraisal of their achievement levels. It is most essential that the third-grade program of instruction begin at a level appropriate for the pupils' skills in English at this point in their English language acquisition, just as appropriate levels are chosen for native speakers of English. Continual appraisal of school progress throughout the grades is desirable and necessary.

## *Appendix A*

# Instructional Materials

The experiences of the children who are rapidly extending their conceptual and linguistic horizons serve as the most ideal sources for materials. The natural curiosity of the pupils and the creative approaches of teachers can convert each encounter and every situation into vehicles for learning. There are conversations, concepts, information exchanges, language patterns, emotional responses, and factual data that can be drawn from clothing, games, toys, home, neighborhood, and the countless activities of primary pupils.

Many curriculum guides for early childhood education provide lists of materials and the addresses of their publishers and manufacturers. Because the guidelines in this publication suggest listening, speaking, reading, and writing in both English and Spanish according to the developmental task capabilities of the learners, some additional materials are proposed here for use and adaptation in either English or Spanish, as the learning task may require. The materials are listed by grade level, language, and publisher.

### English Books

#### Grade 1

##### BENEFIC PRESS

Chandler, Edna Walker

Cowboy Sam

Cowboy Sam and Big Bill

Cowboy Sam and Dandy

Cowboy Sam and Flop

Cowboy Sam and Freckles

Cowboy Sam and Freddy

Cowboy Sam and Miss Lily

Cowboy Sam and Porky

Cowboy Sam and Shorty

Cordts, Anna D.

Tommy O'Toole and Larry

Darby, Gene

Becky, the Rabbit

Pudgy, the Beaver

Sally, the Screech Owl

Sandy, the Swallow

Skippy, the Skunk

Squeaky, the Squirrel

Derman, Sarah

Big Top

Monkey Island

Poker Dog

Pony Ring

Pretty Bird

Surprise Egg

Hurley, William

Dan Frontier Goes Hunting

Dan Frontier with the Indians

Dan Frontier and the New House

Dan Frontier, Trapper

McCall, Edith S.

Butternut Bill

Butternut Bill and the Bear

Butternut Bill and the Bee Tree

Butternut Bill and the Catfish

Butternut Bill and Little River

The Buttons -- Bucky Button

The Buttons and Mr. Pete

The Buttons and the Pet Parade

The Buttons See Things to Do

The Buttons Take a Boat Ride

The Buttons and the Whirlybird

The Buttons at the Zoo  
Wasserman, Selma, and  
Jack Wasserman  
Moonbeam and Dan Starr  
Moonbeam Is Caught  
Moonbeam at the Rocket Port  
Moonbeam and the Rocket Ride  
Sailor Jack  
Sailor Jack and the Ball Game  
Sailor Jack and Bluebell  
Sailor Jack and Bluebell's Dive  
Sailor Jack and Eddy  
Sailor Jack and Homer Pots  
Sailor Jack and the Jet Plane  
Sailor Jack's New Friend

GARRARD PUBLISHING CO.

Dolch, Edward W.

Big, Bigger, Biggest  
Dog Pals  
Friendly Birds  
I Like Cats  
Monkey Friends  
On the Farm  
Once There Was a Bear  
Once There Was a Cat  
Once There Was a Dog  
Once There Was an Elephant  
Once There Was a Monkey  
Once There Was a Rabbit  
Some Are Small  
Tommy's Pets  
Zoo Is Home

GOLDEN PRESS, INC.

Three Favorite Fairy Tales  
Baker, Marybob  
The Smiley Lion Book  
Barton, Patricia  
The Happy Rabbit  
Bedford, Annie North (adaptor)  
Mary Poppins  
Blair, Mary  
Up and Down  
Bradfield, Roger, and Joan Bradfield  
The Big Happy 1 2 3 (2 copies)  
Brown, Margaret Wise  
The Color Kittens  
The Golden Bunny  
The Golden Egg Book

Crawford, Mel

The Turtle Book

Daly, Kathleen

The Cat Book

Little Tiger Colors Everything

Little Tiger Learns His ABC

(2 copies)

Little Tiger Takes a Trip

Davis, Daphne

The Baby Animal book

The Donald Duck Book

Dugan, William

The Ball Book

The Bug Book

Federico, Helen

The Golden Happy Book of ABC

The Golden Happy Book of Numbers

The Sunshine Book

Fisher, Ellen

Tell Me, Cat

Hall, Bill

Whatever Happens to Baby Horses?

Kalish, Muriel, and Lionel Kalish

Willy's Silly Glasses

Kaufman, Joseph

The Snowman Book

The Toy Book

Lear, Edward

The Owl and the Pussycat

The Toy Book

Lowrey, Janette Sebring

The Poky Little Puppy

Mamlok, Gwyneth

Betsy's Adventure

Martin, Dick

The Apple Book

The Fish Book

The Sand Pail Book

Nicholas, Charles

The Elephant Book

Parker, Bertha

My First Golden Learning

Library (A-E)

My First Golden Learning

Library (F-L)

My First Golden Learning

Library (M-R)

My First Golden Learning

Library (S-Z)

Pezzi, Mari Pia

Curly the Pig  
 Pfloog, Jan  
The Bear Book  
The Dog Book  
The Farm Book  
 Potter, Marian  
The Little Red Caboose  
 Reit, Seymour  
Where's Willie?  
 Risom, Ole  
Sam, a Mouse  
 Scarry, Patsy  
My Nursery Tale Book  
 Scarry, Richard  
Animal Mother Goose  
The Bunny Book  
Busy, Busy World  
The Golden Book of Happy Animals  
 Schuchmann, Mary  
Wild Animal Babies  
 Shapiro, Irwin  
Jonathan and the Dragon  
 Shortall, Leonard  
The Hat Book  
 Simpson, Jean  
The Humpty Dumpty Book  
 Stevenson, Robert Louis  
A Child's Garden of Verses  
 Tibor, Gergely  
The Parrot Book  
 Tinkleman, Murray  
Who Says Hoo?  
 Watts, Mabel  
Come Play with Me  
 Werner, Jane  
The Fuzzy Duckling  
 White, Al  
Mickey Mouse Book  
 Wright, Betty  
Good Morning Farm  
I Want to Read  
 Zilboorg, Margaret  
Jeremiah Octopus

HOLT, RINEHART & WINSTON, INC.

Allen, Laura Jean  
Mr. Jolly's Sidewalk Market  
 Blair, Susan  
The Three Billy Goats Gruff  
 Blomquist, David  
Daddy Is Home!

Considine, Kate, and Ruby Schuler  
One, Two, Three, Four  
 Fehr, Howard  
Five Is Five  
This Is My Family  
 Haines, Frank  
Old Mother Goose  
 Hall, William  
Captain Murphy's Tugboats  
 Jacobs, Leland  
Good Night, Mr. Beetle  
 McClure, Herbert  
Children of the World Say "Good Morning"  
 Miller, Patricia, and Ivan Seligman  
Baby Elephant  
Big Frogs, Little Frogs  
Joey Kangaroo  
You Can Find a Snail  
 Otto, Margaret G.  
Three Little Dachshunds  
 Pavel, Frances K.  
The Elves and the Shoemaker  
Goldilocks and the Three Bears  
Little Red Riding Hood  
The Wolf and the Seven Little Kids  
 Quackenbush, Robert  
Poems for Counting  
Poems for Galloping  
 Riswold, Gilbert  
Poems for Weather Watching  
 Rossetti, Christina  
What Is Pink?  
 Sullivan, Joan  
Round Is a Pancake  
 Wellesley, Howard  
All Kinds of Neighbors  
 Wing, Henry Ratchet  
Ten Pennies for Candy  
What Is Big?  
 Wittram, H. R.  
My Little Brother

HOUGHTON MIFFLIN CO.

Flack, Marjorie  
William and His Kittens (2 copies)

PRENTICE-HALL, INC.

Mason, Miriam  
The Birthday Cake  
Little Bunny Little

The Pink Pig

RANDOM HOUSE, INC.

Berenstain, Stanley, and  
Janice BerenstainThe Big Honey Hunt

Chandler, Edna Walker

Cowboy Andy (2 copies)

Eastman, P. D.

Are You My Mother?Go, Dog, Go! (2 copies)

Farley, Walter

Little Black Goes to the Circus  
(2 copies)

Heilbroner, Joan

Robert, the Rose Horse

LeSieg, Theo.

Ten Apples up on Top (3 copies)

Lopshire, Robert

Put Me in the Zoo

Palmer, Helen

A Fish out of Water

Seuss, Dr.

Green Eggs and Ham (2 copies)Hop on Pop (2 copies)

SCIENCE RESEARCH ASSOCIATES

Senesh, Lawrence

Our Working World

SCHRIBNER'S, CHARLES, SONS

Kopczyński, Anna

Jerry and Ami

SILVER BURDETT COMPANY

Jackson, Kathryn

Pets Around the World

## Grade 2

BENEFIC PRESS

Bamman, Henry, and

Robert Whitehead

Flight to the South PoleThe Lost Uranium Mine

Chandler, Edna Walker

Cowboy Sam and the FairCowboy Sam and the RodeoCowboy Sam and the RustlersCowboy Sam and Sally

Cordts, Anna

Tommy O'Toole at the Fair

Corson, Hazel

Peter and the Big BalloonPeter and the Rocket Fishing TripPeter, the Rocket SitterPeter and the Rocket TeamPeter and the Unlucky Rocket

Hurley, William

Dan Frontier and the Big CatDan Frontier Scouts with the ArmyDan Frontier, SheriffDan Frontier and the Wagon Train

McCall, Edith S.

The Buttons and the Boy ScoutsThe Buttons Go Camping

Wasserman, Selma, and

Jack Wasserman

Sailor Jack Goes North

GARRARD PUBLISHING CO.

Dolch, Edward

In the Woods

Dolch, Edward, and Marguerite Dolch

Animal StoriesBear StoriesCircus StoriesDog StoriesElephant StoriesFolk StoriesHorse StoriesIrish StoriesLion and Tiger StoriesLodge StoriesMore Dog StoriesNavaho StoriesPueblo StoriesTepee StoriesWigwam Stories"Why" Stories

GOLDEN PRESS, INC.

Bradfield, Roger

There's an Elephant in the Bathtub

Brown, Margaret Wise

The Wonderful House

Crampton, Gertrude

The Large and Growly Bear

Douglas, Michael

Round Round World  
 Holl, Adelaide  
Sylvester, the Mouse with the Musical Ear  
 Jacobs, Leland  
Belling the Cat and Other Stories  
 Leitner, Irving A.  
Pear-Shaped Hill  
 Lewis, Evelyn  
Goodnight, Sherbert  
 Moore, Lillian  
A Pickle for a Nickel  
Too Many Bozos  
 Norris, Kenneth  
The Whale Hunt  
 Parker, Bertha  
Fall Is Here  
Spring Is Here  
Summer Is Here  
Winter is Here  
 Ponset, Maue  
The Fairy Tale Book  
 Reynolds, Suzanne  
Snowy, the Little White Horse  
 Sherman, Nancy  
Gwendolyn, the Miracle Hen  
Gwendolyn and the Weathercock  
 Wessels, Katherine  
The Golden Song Book

HOLT, RINEHART & WINSTON, INC.  
 Ames, Jocelyn, and Lee Ames  
City Street Games  
 Anderson, Hans Christian  
The Steadfast Tin Soldier  
 Barber, Martha  
The Funny Old Man and the Funny Old Woman  
 Beatty, Barbara  
Living in Pioneer Days  
 Brock, Emma  
Good Old Kristie  
 Bryant, Sara Cone  
The Burning Rice Fields  
 Buckley, Peter, and Hortense Jones  
William, Andy, and Ramon  
 Butterfield, Carole  
Let's Talk About the World  
 Cooke, Donald E.  
The House That Jack Built  
The Old Woman and Her Pig

Cox, Mary  
The Care and Feeding of Animals  
 Engelbrektson, Sune  
Gravity at Work and Play  
The Sun Is a Star  
Why Satellites Stay in Orbit  
 Fehr, Howard  
If You Can Count to 10  
 Firethunder, Billy  
Mother Meadowlark and Brother Snake  
 Ford, Henry W.  
Fun with the Calendar  
 Gaulke, Gloria  
Where Is My Shoe?  
 Gould, Carmen, and Luise Ely  
Showtime with Hoky Horse  
 Grant, Eldon  
Twenty White Horses  
 Grimm  
Little Red Cap  
 Grossman, Jill, and Lawrence Grossman  
Bicycle Songs of Safety  
 Gunderson, Harvey  
The Wonder of the Monarchs  
 Hawkins, Gerald  
The Sun and Its Planets  
 Israel, Leo  
Our New Home in the City  
 Jacobs, Leland  
Delight in Numbers  
Old Lucy Lindy  
 Jacobs, Leland, and Sally Nohelty  
Poetry for Young Scientists  
 Jarvis, Lindle  
How to Be a Better Athlete  
 Johnson, Johanna  
Long Ago in Colonial Days  
 Martin, Bernard  
How Birds Keep Warm in Winter  
 Martin, Bill, Jr.  
Knots on a Counting Rope  
 Miller, Patricia, and Ivan Seligman  
At Home on the Ice  
 Nohelty, Sally  
Eleven and Three Are Poetry  
 North Shore Committee on the Older Adult  
Growing Up, Growing Older  
 O'Brien, Thomas

To Know a Tree  
 Pavel, Frances  
The Frog Prince  
Jack and the Beanstalk  
Peter and the Wolf  
The Ugly Duckling  
 Polgreen, John, and Cathleen  
 Polgreen  
Good Morning, Mr. Sun  
 Rossetti, Christina  
Adding: A Poem  
 Simon, Leonard  
Counting Lightly  
Stretching Numbers  
 Sollers, Allan  
A Fox Story  
 Steel, Flora Annie  
The Tiger, the Brahman, and  
the Jackal  
 Stull, Edith  
My Turtle Died Today  
 Swim, Robert  
Paulossie, an Eskimo Boy  
 Wayne, Harry Randolph  
Here Comes Jimmy! Here Comes  
Jimmy's Dog!  
 Whitman, Doris  
When Christmas Comes  
 Wittram, H. R.  
Going Up, Going Down  
 Wright, H. R.  
Four Threes Are 12  
  
 HOUGHTON MIFFLIN CO.  
 Burton, Virginia Lee  
Mike Mulligan and His Steam  
Shovel  
  
 KNOPF, ALFRED A., INC.,  
 Bowen, Estzabed  
The Good Tiger  
 Brenner, Barbara, and Sy Katzoff  
Amy's Doll  
 Brock, Emma L.  
The Topsy Turvy Family  
 (2 copies)  
Surprise Balloon  
 Duvoisin, Roger  
Our Veronica Goes to Petunia  
Farm

Katzoff, Betty, and Sy Katzoff  
Cathy's First School  
 Kleim, Leonore  
Tom and The Small Ant  
Mud! Mud! Mud!  
 Pack, Robert  
How to Catch A Crocodile  
  
 LANTERN PRESS, INC.  
 Elam, Richard  
Science Fiction Stories  
 (Young Readers)  
  
 LYONS & CARNAHAN  
 Fay, Leo C.  
The Flying Squirrels & Other  
Stories  
  
 MACMILLAN CO.  
 Brown, Myra Berry  
Somebody's Pup  
 Elkin, Benjamin  
Lucky and the Giant  
Six Foolish Fishermen  
 Marino, Dorothy  
Moving Day  
  
 RANDOM HOUSE, INC.  
 Berenstain, Stanley, and Janice  
 Berenstain  
The Bike Lesson  
 Cary, Barbara  
Meet Abraham Lincoln (2 copies)  
 Cerf, Bennett  
Book of Laughs  
Book of Riddles (2 copies)  
 Eastman, P. D.  
Sam and the Firefly  
 Freeman, Mac, and Ira Freeman  
The Sun, the Moon, and the Stars  
 Gurney, Nancy, and Eric Gurney  
The King, the Mice and the Cheese  
 Holland, Marion  
A Big Ball of Fire  
 Hornblow, Leonora, and Arthur  
 Hornblow  
Animals Do the Strangest Things  
Birds Do the Strangest Things  
 Lauber, Patricia  
The Runaway Flea Circus  
 (2 copies)

LeSieg, Theo.  
I Wish That I Had Duck Feet  
 Low, Alice  
Summer (2 copies)  
 McClintock, Mike  
A Fly Went By (2 copies)  
 Moore, Lilian  
The Snake That Went to School  
 Moore, Lilian, and Leane Adelson  
Old Rosie, the Horse Nobody  
Understood  
 Palmer, Helen  
Do You Know What I'm Going to  
Do Next Saturday?  
I was Kissed by a Seal at the  
Zoo (2 copies)  
 Phleger, Fred  
Ann Can Fly (2 copies)

The Whales Go By (3 copies)  
 Seuss, Dr.  
The Cat in the Hat  
The Cat in the Hat Comes Back  
 White, Nancy Bean  
Meet John F. Kennedy

SCRIBNER'S, CHARLES, SONS  
 Françoise  
Jeanne-Marie at the Fair  
Springtime for Jeanne-Marie  
The Thank-You Book  
 Snyder, Dick  
One Day at the Zoo (2 copies)

SILVER BURDETT COMPANY  
 Scarry, Patsy  
Fun Around the World

### Spanish Books

#### Grade 1

HOLT, RINEHART & WINSTON, INC.  
 Curro, Evelyn Malone  
The Great Circus Parade  
 Eitzen, Allen  
Birds in Wintertime  
 Gilbert, Elliot  
A Cat  
 Heller, Aaron

Let's Take a Walk  
 Peterson, John  
Tulips

PANTHEON BOOKS, INC.  
 Wondriska, William  
1, 2, 3, A Book to See

#### Primary Level (Grades 1-2)

PITA, JESUS GONZALES, FOREIGN  
 LANGUAGE BOOKS

A. J. M.  
A B C ...XYZ  
(Globo Rojo)  
El Campo  
(Globo Rojo)  
El Cielo  
(Globo Rojo)  
El Circo  
(Globo Rojo)  
La Ciudad  
(Globo Rojo)  
Los Horas del Dia  
(Globo Rojo)  
El Libro de los Animales  
(Globo Rojo)

El Mar  
(Globo Rojo)  
La Tierra  
(Globo Rojo)  
Los Vehiculos  
(Globo Rojo)  
 Almendros y Alvero  
Lengua Espanola--Primer Curso  
Lengua Espanola --Segundo Curso  
Minor-Primer Diccionario  
 Arrechea Rod, Elio  
Nuestro Mundo--Vol. I  
Nuestro Mundo--Vol. II  
 Espinos, Luis Perez  
Pepin en Primer Grado

Pre-Primerio de LecturaPrimerio de Lectura

Jones, E.

Mi Primer Libro de la Salud  
(Health)

Lay-Cabrera, Lopez

Buenos AmigosBuenos Amigos--WorkbookElena y DaniElena y Dani--Workbook

Munoz, Armando

Victoria-Primero de Lectura

Suarez, Calixto

La Ciencia y Tu--Vol. ILa Ciencia y Tu--Vol. II

Tejera, Gomez

Amigos de Aqui y de Alla(Reading, Basal)Amigos de Aqui y de Alla--Teachers Manual

Tejera, and Others

Pueblo y Campo(Reading, Basal)Pueblo y Campo--Teachers Manual**Primary-Intermediate Level**  
(Grades 1-4)**PITA, JESUS GONZALES, FOREIGN**  
**LANGUAGE BOOKS**

A. J. M.

Dias sin Colegio(Globo Azul)La Familia(Globo Rojo)

Bolinaga, Josefina

Solo para Ninas(Globo Azul)

Colombini, Jolanda

Dos Monas y un ConejitoEl Que la Hace la PagaEl Gran AmigoMasquerino, Perrito Feito

Fortun, Elena

El Bazar de Todas las Cosas(Globo Azul)

Gasset, Angeles

Titeres con Cabeza(Globo Azul)

Gil, Bonifacio

Jugar y Cantar(Globo Azul)

Landi, A. Jimenez

Las Cosas que Vemos(Globo Azul)Historias con Animales(Globo Azul)

Lindgren, Astrid

Nos Ninos en la Jungla

Lofgren, Ulf

Buenos Dias, Rey Caspio

Miranda, Maria Rosa

El Libro del Principio y el Fin(Globo Azul)

Soler, Carola

Juegos para Todos(Globo Azul)El Libro de los Juegos(Globo Azul)El Pajaro de Nieve(Globo Rojo)El Pajaro Pito(Globo Rojo)

Tejera, G., and Others

Sorpresas y Maravillas(Reading, Basal)Sorpresas y Maravillas--Teachers Manual

## Games

| Game                                                                                                                                                                                                | Kinder-<br>garten             | Grade<br>one                         | Grade<br>two                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------|--------------------------------------|
| AMERICAN GUIDANCE SERVICE, INC.<br>Peabody Language kits                                                                                                                                            | x                             | x                                    | x                                    |
| AMERICAN SEATING CO.<br>Teach Me Games--Dominoes<br>4101 Picture Alphabet Dominoes<br>4102 Picture Word Dominoes<br>4103 Beginning Number Dominoes<br>4104 Alphabet and Object Dominoes             |                               |                                      |                                      |
| BECKLEY-CARDY & HARTER CO.<br>Alphabet flash cards                                                                                                                                                  | x                             | x                                    | x                                    |
| BLOCKCRAFT, INC.<br>Construction blocks                                                                                                                                                             | x                             | x                                    | x                                    |
| BRADLEY, MILTON, CO.<br>Beads and laces<br>"Funny Felts"<br>* "Link" letters<br>Parquetry design blocks<br>Phonetic "Quizmo"<br>Phonetic word wheel<br>Picture word-builder<br>Picture-word "Lotto" | x<br>x<br>x<br>x<br><br><br>x | x<br>x<br>x<br>x<br>x<br>x<br>x<br>x | x<br>x<br>x<br>x<br>x<br>x<br>x<br>x |
| ED-U-CARDS MANUFACTURING CORP.<br>Animal dominos<br>Picture dominos<br>Word "Rummy"                                                                                                                 | x<br>x                        | x<br>x<br>x                          | x<br>x<br>x                          |
| FOLLETT PUBLISHING COMPANY<br>Smith, Gale<br>The Magic Teacher Puzzle Plan                                                                                                                          |                               | x                                    | x                                    |
| GARRARD PUBLISHING CO.<br>Dolch, E. W.<br>Basic sight word cards<br>Consonant "Lotto"<br>Group-size consonant cards<br>Group sounding game<br>Group word-teaching game                              |                               | x<br>x<br>x<br>x                     | x<br>x<br>x<br>x<br>x                |

\*Starred items are published in Spanish and English; all others, in English only.

| Game                                        | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|---------------------------------------------|-------------------|--------------|--------------|
| Dolch, E. W.                                |                   |              |              |
| Match                                       |                   | x            | x            |
| Picture readiness game                      | x                 | x            | x            |
| Picture word cards                          | x                 | x            | x            |
| "Popper" words                              |                   | x            | x            |
| Sight phrase cards                          |                   | x            | x            |
| Vowel "Lotto"                               |                   |              | x            |
| "What the Letters Say"                      | x                 | x            | x            |
| "Who Gets It?"                              | x                 |              |              |
| IDEAL SCHOOL SUPPLY COMPANY                 |                   |              |              |
| Pegboards with pegs                         | x                 | x            | x            |
| JUDY COMPANY                                |                   |              |              |
| "See-queue" puzzles                         | x                 | x            | x            |
| LAKESHORE                                   |                   |              |              |
| Ben-G Educator Puzzles                      | x                 | x            | x            |
| McCORMICK-MATHERS PUBLISHING CO.            |                   |              |              |
| Armstrong, Leila, and Rowena Hargrave       |                   |              |              |
| <u>Building Reading Skills</u>              | x                 | x            | x            |
| PHONOVISUAL PRODUCTS, INC.                  |                   |              |              |
| *Phonovisual Method                         |                   | x            | x            |
| PLAYSCHOOL PRESS                            |                   |              |              |
| Hammer and nail set                         | x                 | x            | x            |
| Standard "make-it" set                      | x                 | x            | x            |
| PRIMARY PLAYHOUSE                           |                   |              |              |
| Phelps, Victor N., and Jessie M. Arrowsmith |                   |              |              |
| Mnemonic phonics                            |                   | x            | x            |
| "Phonics Flip-It"                           |                   | x            | x            |
| SCIENCE RESEARCH ASSOCIATES, INC.           |                   |              |              |
| Parker, Don H.                              |                   |              |              |
| *SRA Reading Laboratory (primary)           |                   |              |              |
| (word games kit)                            | x                 | x            | x            |
| SCHOOL SUPPLY SPECIALISTS                   |                   |              |              |
| "Spin-a-Test" (Chalkboard spinner)          | x                 | x            | x            |
| SCOTT, FORESMAN & CO.                       |                   |              |              |
| Stolpen, Tyler, and Pounds                  |                   |              |              |
| *The Rolling Reader (blocks)                |                   | x            | x            |
| Linguist Block Series                       | x                 | x            | x            |
| SIFCO CO.                                   |                   |              |              |
| Coordination board                          | x                 | x            | x            |

| Game                                                       | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|------------------------------------------------------------|-------------------|--------------|--------------|
| Nursery rhyme puzzles                                      |                   |              |              |
| "Billy Goats Gruff"                                        | x                 | x            | x            |
| "Three Little Pigs"                                        | x                 | x            | x            |
| "Old Woman in the Shoe"                                    | x                 | x            | x            |
| "Mary Had a Little Lamb"                                   | x                 | x            | x            |
| "Timmy Time Clock"                                         | x                 | x            | x            |
| FRY, EDWARD BERNARD<br>"Instant Words"                     |                   | x            | x            |
| TEACHER RESOURCES, INC.<br>Adams, William A.<br>*"Puzzees" | x                 | x            |              |

### Pictures

| Picture                                                                                                                               | Kinder-<br>garten  | Grade<br>one       | Grade<br>two       |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|
| ALLYN & BACON, INC.<br>Pictures and words                                                                                             |                    | x                  | x                  |
| CHANDLER PUBLISHING CO.<br>*Black and white pictures                                                                                  | x                  | x                  | x                  |
| ECONOMY CO.<br>Tag stories                                                                                                            |                    | x                  | x                  |
| GINN & COMPANY<br>*Language Kit A<br>*Language Kit B                                                                                  | x                  | x<br>x             | x                  |
| HOUGHTON MIFFLIN CO.<br>Pictures accompanying <u>Introducing<br/>English</u>                                                          |                    | x                  | x                  |
| INSTRUCTO PRODUCTS<br>*Foreign language kits<br>"The Body"<br>"The Community"<br>"The House"<br>"Numbers"<br>*Flannelboard story kits | x<br><br><br><br>x | x<br><br><br><br>x | x<br><br><br><br>x |
| McGRAW-HILL BOOK COMPANY<br>Scott, Louise Binder, and Morell Kresser<br>*"What They Say" cards (letters with<br>pictures)             |                    | x                  | x                  |

| Picture                                                                                              | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|------------------------------------------------------------------------------------------------------|-------------------|--------------|--------------|
| MERRILL, CHARLES E., BOOKS, INC.<br>Pictures and words<br>"Sound Off!"<br>"Speed Up!"<br>"Stand Up!" | x                 | x<br>x<br>x  | x<br><br>x   |
| OPEN COURT PUBLISHING COMPANY<br>*Large pictures with letters                                        | x                 | x            | x            |
| SCOTT, FORESMAN & CO.<br>*Picture dictionaries<br>*Pictures accompanying <u>Reading Series</u>       | x<br>x            | x<br>x       | x<br>x       |
| STECK-VAUGHN CO.<br>Pictures with words                                                              | x                 | x            | x            |

## Charts

| Chart                                                                        | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|------------------------------------------------------------------------------|-------------------|--------------|--------------|
| ALLYN & BACON, INC.<br>Phonics charts                                        | x                 | x            | x            |
| ECONOMY CO.<br>Tag stories                                                   |                   | x            | x            |
| EDUCATORS PUBLISHING SERVICE, INC.<br>Phonics charts                         |                   | x            | x            |
| GINN & COMPANY<br>Charts to accompany <u>Reading Series</u><br>Health charts | x<br>x            | x<br>x       | x<br>x       |
| HOUGHTON MIFFLIN CO.<br>Charts to accompany <u>Reading Series</u>            | x                 | x            | x            |
| IDEAL SCHOOL SUPPLY COMPANY<br>Phonics charts<br>*Readiness charts           | x                 | x<br>x       | x            |
| INITIAL TEACHING ALPHABET PUBNS.<br>*Picture charts                          |                   | x            | x            |
| McGRAW-HILL BOOK COMPANY<br>*Pictures, phonics charts                        |                   | x            | x            |

| Chart                                                                                            | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|--------------------------------------------------------------------------------------------------|-------------------|--------------|--------------|
| O'CONNOR REMEDIAL SERVICES<br>Audio-visual charts (phonics)<br>Corrective reading roll-up charts |                   | x<br>x       | x<br>x       |
| OPEN COURT PUBLISHING COMPANY<br>*Pictures, phonics charts                                       |                   | x            | x            |
| OWEN, F. A., PUBLISHING COMPANY<br>Noon, Elizabeth F.<br><u>Basic Phonics Series</u>             |                   | x            | x            |
| PHONOVISUAL PRODUCTS, INC.<br>Phonics charts (some with pictures)                                |                   | x            | x            |
| READING HOUSE, INC.<br>*Pictures, phonics charts                                                 |                   | x            | x            |
| SCIENCE RESEARCH ASSOCIATES<br>Phonics charts                                                    |                   | x            | x            |
| SCOTT, FORESMAN & CO.<br><u>Reading Series</u> charts                                            |                   | x            | x            |

## Toys

| Toy                                                                         | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|-----------------------------------------------------------------------------|-------------------|--------------|--------------|
| AMERICAN GUIDANCE SERVICE<br>*Puppets (2) for<br>Peabody Language Kit No. 1 | x                 | x            | x            |
| HOUGHTON MIFFLIN CO.<br>Set of red plastic toys                             | x                 | x            | x            |
| McGRAW-HILL BOOK COMPANY<br>* <u>"Soundie"</u> puppet                       | x                 | x            | x            |

## Filmstrips

| Filmstrip                                                                         | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|-----------------------------------------------------------------------------------|-------------------|--------------|--------------|
| GINN & COMPANY<br>Sounds We Use<br>Set 1--Consonant Sounds<br>Set 2--Vowel Sounds |                   | x<br>x       | x<br>x       |
| HOUGHTON MIFFLIN CO.<br>*Learning Letter Sounds                                   |                   | x            | x            |
| McGRAW-HILL BOOK COMPANY<br>New Spelling Goals<br>Talking Time                    |                   | x<br>x       | x<br>x       |

## Recordings

| Recording                                                                                                                   | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|--------------|
| AUDIO EDUCATION, INC.<br>Pathways to Phonic Skills<br>(3 albums of 2 LP's)                                                  | x                 | x            | x            |
| BENEFIC PRESS<br>Animal Adventure Series<br>(1 album)                                                                       |                   | x            | x            |
| BREMNER-DAVIS PHONICS<br>Bremner, A. J., and Josephine F. Davis<br>The Sound Way to Easy Reading<br>(4 records and 7 cards) |                   | x            | x            |
| HOUGHTON MIFFLIN CO.<br>Listen and Do                                                                                       |                   | x            | x            |
| KING COMPANY, PUBLISHERS<br>Smith, Mary C.<br>Reading Made Easy with Phonics<br>(1 LP record with flash cards)              |                   | x            | x            |
| McGRAW-HILL BOOK COMPANY<br>Scott, Louise Binder<br>Listening Time<br>(3 albums of stories)                                 | x                 | x            | x            |

| Recording                                                                                                       | Kinder-<br>garten | Grade<br>one | Grade<br>two |
|-----------------------------------------------------------------------------------------------------------------|-------------------|--------------|--------------|
| OPEN COURT PUBLISHING COMPANY<br>Sounds from A to Z<br>( 2 records)                                             |                   | x            | x            |
| WESTON WOODS STUDIOS<br>Picture Book Parade Series<br>(7 sets, each consisting of 7 filmstrips<br>and 1 record) |                   | x            | x            |

### Equipment

Bell & Howell Language Master  
Cyclo teaching wheel  
Filmstrip projector  
Hand mirrors  
Listening post  
Overhead projector

Polaroid camera  
Primary typewriter  
Record players  
Small rugs  
Tachistoscopes  
Tape recorders

Viewmasters

## *Appendix B*

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## *Appendix C*

### **Publishers and Distributors**

- Allyn & Bacon, Inc., 150 Tremont St., Boston, Mass. 02111  
American Guidance Service, Inc., 720 Washington Ave., S.E., Minneapolis, Minn. 55414  
Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016  
Audio Education, Inc., 55 Fifth Ave., New York, N.Y. 10003
- Beckley-Cardy & Harter Co., 1900 N. Narragansett Ave., Chicago, Ill. 60639  
Benefic Press, 1900 N. Narragansett Ave., Chicago, Ill. 60639  
Blockcraft, Inc., The Fifth Avenue Building, Fifth Ave. at 23rd St., New York, N.Y. 10010  
Bloomfield-Barnhart Reading System, c/o Everett L. Welton, Box 359, Bronxville, N.Y.  
Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206  
Bradley, Milton, Co., 74 Park St., Springfield, Mass. 01102  
Bremner-Davis Phonics, Wilmette, Ill.
- California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814  
Chandler Publishing Co., 124 Spear St., San Francisco, Calif. 94105  
Continental Press, Inc., The, 367 S. Pasadena Ave., Pasadena, Calif. 91105
- Denison, T. S. & Co., Inc., 315 Fifth Ave., S., Minneapolis, Minn. 55415
- Economy Co., 1901 N. Walnut St., Box 2503, Oklahoma City, Okla. 73125  
Ed-U-Cards Manufacturing Corp., The Fifth Avenue Building, Fifth Ave. at 23rd St., New York, N.Y. 10010  
Educators Publishing Service, Inc., 301 Vassar St., Cambridge, Mass. 02139  
Encyclopaedia Britannica, Inc., 425 N. Michigan Ave., Chicago, Ill. 60611  
Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y. 11435
- Follett Publishing Company, 101 W. Washington Blvd., Chicago, Ill. 60607  
Free Press, Division of Macmillan Co., 866 Third Ave., New York, N.Y. 10022
- Garrard Publishing Co., 2 Overhill Rd., Scarsdale, N.Y. 10583  
Ginn & Company, Statler Building, Back Bay P.O. 191, Boston, Mass. 02117  
Golden Press, Inc., 850 Third Ave., New York, N.Y. 10022  
Goomicus, Inc., 419 Eldert Lane, Brooklyn, N.Y. 11208

Harcourt, Brace & World, Inc., 757 Third Ave., New York, N. Y. 10017  
 Harper & Row Pubs., 49 E. 33rd St., New York, N. Y. 10016  
 Harvey House Inc., Publishers, Irvington-on-Hudson, N. Y. 10533  
 Heath, D. C., & Co., 285 Columbus Ave., Boston, Mass. 03116  
 Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N. Y. 10017  
 Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107

\*Ideal School Supply Company, 8312 Birkhoff Ave., Chicago, Ill. 60620  
 Initial Teaching Alphabet Pubns., Pitman Publishing Corp., 20 East 42nd  
 St., New York, N. Y. 10017

\*Instructo Products, Division of Jacronda Mfg. Co., Philadelphia, Pa.  
 19131

\*International Visual Educational Service

\*Judy Company, 310 N. 2nd St., Minneapolis, Minn. 55401

\*Kenworthy Educational Service, Inc., Box 3031, Buffalo, N. Y. 14205  
 King Company, Publishers, 2414 W. Lawrence Ave., Chicago, Ill. 60625  
 Knopf, Alfred A., Inc., 501 Madison Ave., New York, N. Y. 10022

Laidlaw Brothers, Thatcher and Madison Ave., River Forest, Ill. 60305  
 Lantern Press, Inc., 257 Park Ave., S., New York, N. Y. 10010  
 Lyons & Carnahan, 407 E. 25th St., Chicago, Ill. 60616

McCormich-Mathers Publishing Co., 1440 E. English St., Box 2212,  
 Wichita, Kan. 67201

McGraw-Hill Book Company, 330 W. 42nd St., New York, N. Y. 10036  
 Macmillan Co., 60 Fifth Ave., New York, N. Y. 10022

Merrill, Charles E., Books, Inc., 1300 Alum Creek Dr., Columbus,  
 Ohio 43216

Modern Language Assn. of America, 4 Washington Pl., New York, N. Y.  
 10003

National Education Association of the United States, 1201 16th St., N.W.,  
 Washington, D. C. 20036

O'Connor Remedial Services, 1040 E. Maple Rd., Birmingham, Mich.  
 48011

Open Court Publishing Company, 1307 7th St., La Salle, Ill. 61301  
 Owen, F. A. Publishing Company, Dansville, N. Y. 14437

Pantheon Books, Inc., 22 E. 51st St., New York, N. Y. 10022

Parkinson, R. W., and Associates, Urbana, Ill. 61801

Phonovisual Products, Inc., 4803 Wisconsin Ave., Washington, D. C.  
 20016

Pita, Jesus Gonzales, Foreign Language Books, 1540 S.W. 14th Terr.,  
 Miami, Fla. 33145

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\*Materials from these and other companies may be purchased in California from local school supply companies.

\*Playschool Press, Chicago, Ill. 60618  
 Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632  
 \*Primary Playhouse

Random House, Inc., 457 Madison Ave., New York, N. Y. 10022  
 Readers Digest Assn., Pleasantville, N. Y. 10570  
 Reading House, Inc., P. O. Box 14278, Phoenix, Ariz. 85031  
 Remedial Education Center, 1321 W. Hampshire Ave., Washington, D. C.  
 20006

Scholastic Book Services, Scholastic Magazines, 50 W. 44th St., New York,  
 N. Y. 10036  
 School Supply Specialists, 5626 E. Belmont Ave., Fresno, Calif. 93702  
 Science Research Associates, 259 E. Erie St., Chicago, Ill. 60611  
 Scott, Foresman & Co., 1900 E. Lake Ave., Glenville, Ill. 60025  
 Scribner's, Charles, Sons, 597 Fifth Ave., New York, N. Y. 10017  
 \*Sifo Co., The Fifth Avenue Building, Fifth Ave. at 23rd St., New York,  
 N. Y. 10010  
 Silver Burdett Company, Park Ave. and Columbia Rd., Morristown, N. J.  
 07960  
 Singer, L. W., Company, Inc., 29 W. Erie Blvd., Syracuse, N. Y. 13202  
 Steck-Vaughn Co., Box 2028, Austin, Tex. 78761

Teacher Resources, Inc., 334 Boylston St., Boston, Mass. 02116  
 Teachers College Press, Columbia University, 525 W. 120th St., New York,  
 N. Y. 10027

United States Government Printing Office, Division of Public Documents,  
 Washington, D. C. 20402  
 University of California Press, Berkeley, Calif. 94720  
 University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637  
 University of Texas Press, Box 7819, University Station, Austin, Tex.  
 78712

Visual Education Association, 207 S. Perry St., Dayton, Ohio 45402

Wagner, Harr, Publishing Company, 609 Mission St., San Francisco,  
 Calif. 94105  
 Weston Woods Studios, Weston, Conn. 06883